

## Using STAR as Vendor Data for Student Growth Measures

As an interim assessment, STAR provides educators with reliable data during the year so they can see the path ahead in time to impact it. This document will explain how STAR provides teachers with critical data for building a body of evidence of student growth and achievement as part of their district's educator evaluation process.

### Student Growth Percentiles (SGPs) as reported in STAR

The SGP is an approved statistical method for measuring student growth. With STAR's updated SGP model, The STAR model measures within-year growth for educator evaluation purposes. STAR assessments continue to fully meet the requirements for measuring within-year growth for educator evaluation.

A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with similar achievement history (scaled scores) on STAR assessments. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.

For SGPs to be reported in STAR, students must be tested within at least two of the following date ranges:

- Fall: August 1 - November 30
- Winter: December 1 - March 31
- Spring: April 1 – July 31

### Using the median SGP for Vendor SGM data

For purposes of teacher effectiveness ratings, STAR uses the **median** SGP of a teacher's students as the **teacher's SGP**. Median SGPs are then translated into a teacher's score using the following table:

Median SGP	Ohio Student Growth Category	Points
81–99	Most Effective (5)	600
61–80	Above Average (4)	400
41–60	Average (3)	300
21–40	Approaching Average (2)	200
1–20	Least Effective (1)	100

Note: Median SGP correlations were developed by analyzing three years of STAR Reading, STAR Early Literacy, and STAR Math pre-test and post-test scores from Ohio schools. Samples sizes were approximately 350,000 students for STAR Reading, 85,000 students for STAR Early Literacy, and 250,000

students for STAR Math. Student growth data was grouped at the classroom level, and the median SGP for each class was found. We looked at all of the classrooms that had 10 or more students to estimate the distribution of teacher ratings. In total, data from approximately 18,000 STAR Reading classrooms, 4,000 STAR Early Literacy classrooms, and 13,000 STAR Math classrooms was examined. Between 1-5% of teachers were Least Effective; between 15-20% of teachers were Approaching Average; between 35-40% of teachers were Average; between 30-35% of teachers were Above Average; and approximately 5-10% of teachers were Most Effective.

### **Instruction is key to growth**

Accelerating growth for all students requires ongoing focus on instruction to accomplish learning content goals and meet growth targets. Assessing students, setting targets, and monitoring growth aren't enough; there must also be an instructional plan to advance learning. Quality instruction is key to achieving growth.

### **Special considerations for K-3 teachers**

Over the course of a given school year, many K-3 students transition from “non-reader” to “reader” status. To get SGPs, students must pretest and posttest with the same assessment. In other words, students who test with STAR Early Literacy in the fall must test with STAR Early Literacy in the spring in order to get an SGP. Of course this does not preclude also testing with STAR Reading Enterprise during the year as “non-readers” become “readers”. Please note that STAR Reading does not produce an SGP for kindergartners; STAR Reading reports SGP beginning in first grade. (STAR Early Literacy does report SGP for kindergarten.)